

Equality Objective 2016 – 2020: Review

This is the review of the school’s progress under the equality objective published between 2016 – 2020. The aim was to further develop the everyday representation of all and ensure that everyone is valued.

Equality Objective 2016: To ensure that everyone is valued

Pupils	Staff
<ul style="list-style-type: none"> a) Provide education on each strand of the 2010 Equality Act so that pupils understand the act and have the vocabulary to provide respect regardless of socioeconomic, religion, culture, ethnicity, sexual orientation, disability or sex and gender identity; b) Pupils will see and experience the protected characteristics through their everyday ordinary experience at school c) Buy and place books representing different pupils in each class’s book corner so that books represent an increasing diverse range of people and are inclusive; d) Use posters and images in the corridors to provide representations that address stereotypes and provide encouragement for all pupils to achieve; e) Work with pupils to develop their skills in challenging inappropriate and discriminative language; 	<ul style="list-style-type: none"> f) Provide staff training on modification of language to be more inclusive (e.g. parents/ carers not ‘Mum’ or ‘Dad’) g) Ensure that when creating resources/ selecting resources for use in class they represent a diverse range of people and are inclusive; h) To ensure that the school has books, posters and representations people with protected characteristics which are included in the everyday ordinary experience of school; i) To gain Stonewall Accreditation j) To provide further training for staff on equalities (socioeconomic, religion, culture, ethnicity, sexual orientation, disability or sex and gender identity).

Our Equalities plan forms a central strand of our school development plans and is represented in our long term plans, our annual school development plan and our termly improvement plan.

Section 4: Equalities							
Objective	Intended Benefits	Actions 2019 - 2020	Involved	Costs			
<p>4.1 To ensure that everyone is valued (<i>Linked to Published Equality Objective</i>)</p> <table border="1"> <tr><td>Links</td></tr> <tr><td>Pupil Premium</td></tr> <tr><td>Standards</td></tr> </table>	Links	Pupil Premium	Standards	<p>Pupils will achieve outcomes that will mean that they are not disadvantaged educationally</p>	<ul style="list-style-type: none"> -Continue to develop resources to represent a diverse range of individuals (Buy further equality books for book corners/ posters/ use of images in classroom resources) (Ongoing) -Use books within the everyday functions of the school to ensure that individuals with protected characteristics are visible and everyday within our work (Ongoing) -Revalidate and achieve Silver Stonewall Award (by Spring 2020) -Gain the Hertfordshire Anti-Bullying Award (by Autumn 2019) – applications in Autumn 2020 -Support all staff to feel confident to discuss any of the protected characteristics covered by the Equality Act 2010 through termly training (Summer 2019/ Autumn 2019/ Spring 2020) -Develop and introduce a new relationships and behaviour policy to replace the positive behaviour policy -Provide training on groupings to further develop staff understanding on learning without limits and how to avoid gender binary groupings, supporting LGBTQ and Transgender pupils (Training Autumn 2019) -Use learning support creatively, remaining mindful of balance between support and encouraging independence (ongoing – refresher training Autumn 2019) -Provide training for support staff on developing challenge and removing reliance on adults -Develop oracy skills of pupils to articulate how they are feeling and support them to agree and disagree respectfully (From Summer 2019) -Get pupils to consider language and acceptance as part of their work on British Values and rule setting (Autumn 2018) -Focus on everyone being an intervention teacher working with the mandate that anyone can achieve in any aspect of school life (ongoing) 	<p>All</p> <p>All</p> <p>STT/ All</p> <p>STT/ All</p> <p>All</p> <p>All</p> <p>All</p> <p>All/ Teachers</p> <p>All/ LSAs</p> <p>All</p> <p>All</p> <p>All</p>	<p>£500</p> <p>£500</p> <p>£750</p>
Links							
Pupil Premium							
Standards							
<p>4.2 Promote the engagement of the whole school community</p> <table border="1"> <tr><td>Links</td></tr> <tr><td>Pupil Premium</td></tr> <tr><td>Standards</td></tr> </table>	Links	Pupil Premium	Standards	<p>Everyone has the right to be included and valued in our community.</p>	<ul style="list-style-type: none"> -Help to encourage parents/ carers to be involved in the work of the school (Ongoing) -Use analysis of Parent Questionnaire 2018 to support avenues to support all parents/ carers into the school (Summer 2018) -Invite Parents/ Carers on trips (RE etc.) and to assemblies where they can hear and experience our work on equalities (Ongoing) -Provide training and support for parents/ carers to access school (language lessons, learning support) (Ongoing) -Training and information for parents/ carers to support their understanding of our equalities work to promote the range of diverse individuals and why this is important for their children and the values of our school. (Autumn 2018 – ongoing) -Encourage parents/ carers to be involved in the co-creation of the new relationships and behaviour policy (from Summer 2019) 	<p>All</p> <p>JM</p> <p>All/ Teachers</p> <p>All</p> <p>All/ STT</p> <p>All</p>	
Links							
Pupil Premium							
Standards							

Review

- a) Provide education on each strand of the 2010 Equality Act so that pupils understand the act and have the vocabulary to provide respect regardless of socioeconomic, religion, culture, ethnicity, sexual orientation, disability or sex and gender identity;

The PSHCE curriculum combined with the curriculum of the school ensures that the 2010 Equality Act runs through all the work of the school. Under this last published objective work has progressed in developing pupils' understanding of the Equality Act and the relevant vocabulary. This has been most successful under religion, culture and ethnicity. Work has developed linked to sexual orientation, disability and gender identity, but these are areas which the school recognises more can be done to ensure that all protected characteristics are as understood by pupils and staff, so that respectful vocabulary is used.

- b) Pupils will see and experience the protected characteristics through their everyday ordinary experience at school

The positioning of posters like 'All families are different' in the classrooms and choices made in the creation of slides has aided this action. Pupils are seeing greater diversity of names used in modelled examples, images selected on boards are diverse. This is good progress, but the diversity of images and selections do not represent all groups. There is better representation of ethnicity than disability and this is an area for further focus in the new published objective.

- c) Buy and place books representing different pupils in each class's book corner so that books represent an increasing diverse range of people and are inclusive;

Books have been purchased and more books have been ordered to provide a wider diversity in the book areas of the school. This has gone well and will need to be continued in future plans linked to the wider representation of all protected characteristics.

- d) Use posters and images in the corridors to provide representations that address stereotypes and provide encouragement for all pupils to achieve;

This was a short term focus and went well. Moving forward the representation needs to be normalised and in all actions so focusing on continually maintaining and diverse curriculum and ensuring representation is important moving forward.

- e) Work with pupils to develop their skills in challenging inappropriate and discriminative language;

This has been successful. There is a strong awareness within the school about challenging inappropriate and discriminative language. There is always more to do linked to this as we need to support pupils to continue develop their skills moving through the school, so they are increasingly aware and able to challenge each other's usage of language.

- f) Provide staff training on modification of language to be more inclusive (e.g. parents/ carers not 'Mum' or 'Dad')

Training has been provided. Documentation is clearer on this, but amendments are still being made to paperwork and documents as it is identified. Focus in the classroom is now on parents/ carers and this is increasingly used. Correspondence with home is always to the named parent/ carer or parent/ carer of.

- g) Ensure that when creating resources/ selecting resources for use in class they represent a diverse range of people and are inclusive;

This is improving but as linked to the item above the diversity is not inclusive of all groups with protected characteristics and more effort needs to be put in to ensure that all protected characteristics are included in this resource/ image selection.

- h) To ensure that the school has books, posters and representations people with protected characteristics which are included in the everyday ordinary experience of school;

As with c and d this has largely been achieved. The objective should continue as always the diversification of resources underpins and supports the diversity of the school's curriculum and provision.

- i) To gain Stonewall Accreditation

The school has obtained silver award for the past three years.

- j) To provide further training for staff on equalities (socioeconomic, religion, culture, ethnicity, sexual orientation, disability or sex and gender identity).

Training has taken place on equalities. Again, this review indicates that more can be done to further develop the representation and diversity of the curriculum in relation to gender identity and disability.

Recommendations for the next Equality Objective: To ensure representation and value of all protected characteristics.

- a) Ensure that disabled people are represented in a positive and constructive way in across the curriculum (resources, displays and curriculum focus)
- b) Promote the independence of pupils through developing strategies to be increasingly independent
- c) Provide a positive attitude, focusing on 'How can we...?' to enable reasonable adjustments to every aspect of school life to ensure that all pupils are included. This might involve a focus on access to extra-curriculum activities for pupils with SLCN.
- d) Ensure that staff focus on supporting learning, rather than on task completion, recognising the processes and using pro-social language to support learning develop.
- e) Train staff on what is disabledist/ homophobic/ biphobic/ transphobic language and how to tackle this as a form of prejudice and harassment.
- f) Ensure that staff language and expectations do not reinforce gender stereotypes.
- g) Use every opportunity to explore preconceived ideas about male and female roles in the home and in society.
- h) To ensure that trans identities are acknowledged try to avoid a binary representation of gender using 'they' or 'them' when exemplifying when examples are not specific of identity.
- i) Use names and pronouns that individuals prefer to be referred to by, if unsure ask.
- j) Continue to develop representation of a full range of family types